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ABSTRACT

The Area of Emphasis in bilingual-bicultural education at the University of Connecticut (Storrs) began in September 1981, offering masters', sixth year, and doctoral degree programs. Its goals are to address the needs of limited- and non-English speaking students in bilingual classrooms by preparing teachers, teacher trainers, curriculum specialists, researchers, evaluators, and administrators to serve in the development and implementation of bilingual programs. Prerequisites for the program include bilingual proficiency in English and any other minority language spoken in Connecticut, and experience teaching or providing services to programs with bilingual or bicultural clientele. The programs are composed of the following units: (1) a core section of eight courses in bilingual-bicultural education; (2) socio-cultural foundations of education; (3) training in language and linguistics; (4) research methodology, field experiences, and dissertation for doctoral candidates; and (5) two chosen areas of specialization as minors. Competency categories were developed, including emphasis on pedagogy, teacher preparation and supervisory skills, linguistic ability, cultural knowledge, parent and community involvement, evaluation and testing, and research. Among the ongoing and future projects of the department are a recruitment and dissemination plan, research on hierarchies of needs in bilingual education, and establishment of an annual conference at the University. (FG)

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THE UNIVERSITY OF CONNECTICUT
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL STUDIES AND INSTRUCTIONAL MEDIA

ON DESIGNING AND IMPLEMENTING BILINGUAL-BICULTURAL TEACHER EDUCATION PROGRAMS

FIRST YEAR REPORT: 1980-1981

by

Liliana Minaya-Rowe, Ph.D.

U.S. DEPARTMENT OF EDUCATION
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An earlier version of this report was presented at the Tenth Annual International Bilingual Conference of the National Association for Bilingual Education in Boston, June, 1981.

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Liliana Minaya-Rowe

Storrs, September 1981

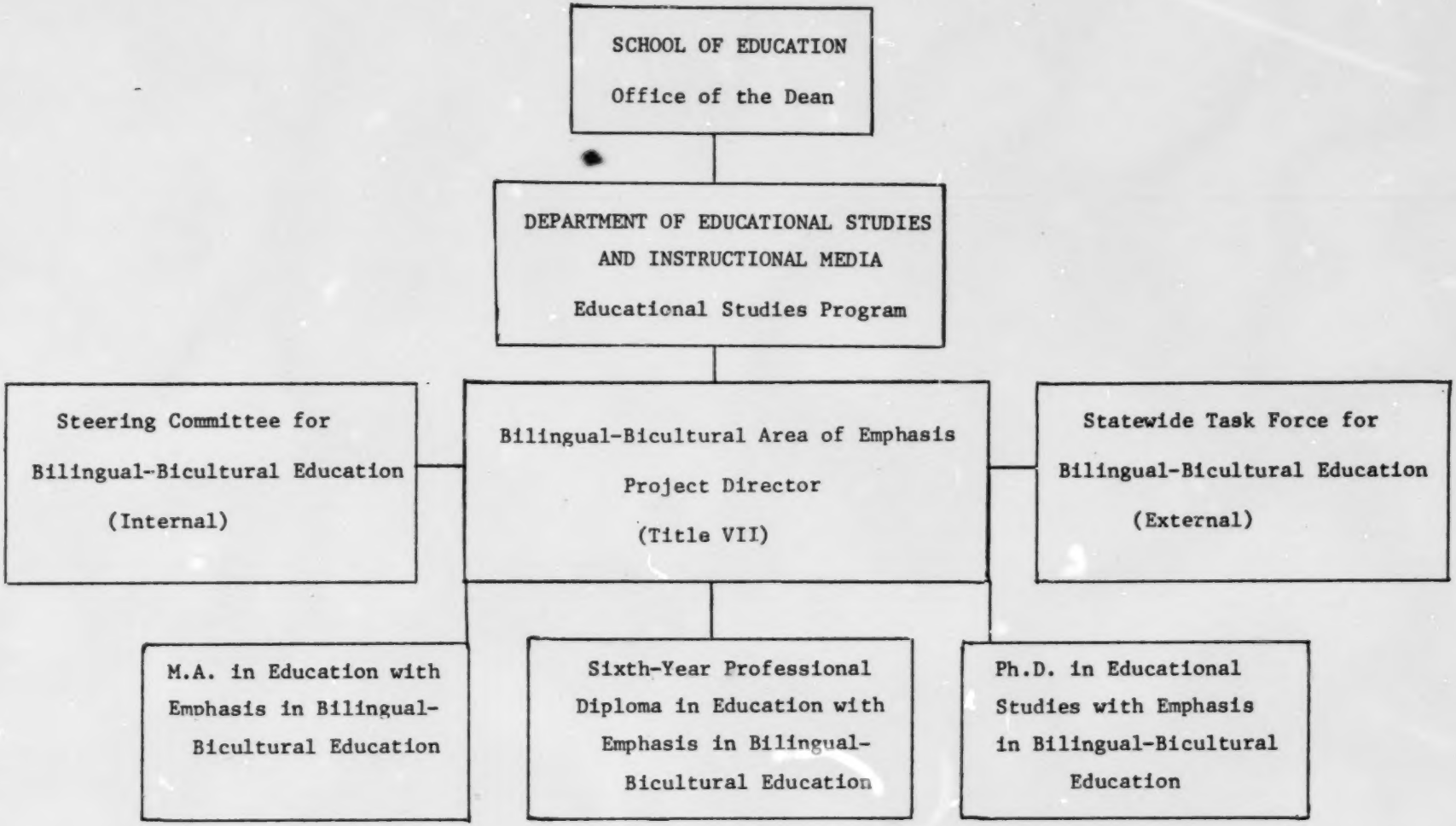
0. Introductory

This communication reports on developments for the design and implementation of the Area of Emphasis in Bilingual-Bicultural Education at the University of Connecticut in relation to one of the institution's program goals which is the preparation of teacher trainers and teachers in bilingual programs. Provisions are being made for: (1) institutionalization of the area of emphasis as an ongoing and permanent part of the School of Education; (2) graduate work towards a Master's and Doctoral Degrees and the Sixth-Year Diploma in Education; and (3) field-, interdisciplinary-, and competency-based qualifications. Its implementation is based on: (1) bilingual teachers needs profiles for training purposes; and (2) participation of two advisory resource committees, the internal Steering Committee and the external State-Wide Task Force.

I. Institutionalization and Permanency of Area of Emphasis

The Area of Emphasis in Bilingual-Bicultural Education was officially accepted as a permanent and ongoing part of the Educational Studies Program within the Department of Educational Studies and Instructional Media at the School of Education in September of 1981. At this time, the Dean of the School of Education made it an official part of the School's offerings. In order to coordinate the various bilingual education efforts within the School of Education, a Project Director was appointed. The following chart illustrates the administrative organization of the Area of Emphasis.

CHART I AREA OF EMPHASIS IN BILINGUAL-BICULTURAL EDUCATION


SCHOOL OF EDUCATION
Office of the Dean
DEPARTMENT OF EDUCATIONAL STUDIES AND INSTRUCTIONAL MEDIA
Educational Studies Program
Steering Committee for Bilingual-Bicultural Education (Internal)
Bilingual-Bicultural Area of Emphasis
Project Director
(Title VII)
Statewide Task Force for Bilingual-Bicultural Education (External)
M.A. in Education with Emphasis in Bilingual-Bicultural Education
Sixth-Year Professional Diploma in Education with Emphasis in Bilingual-Bicultural Education
Ph.D. in Educational Studies with Emphasis in Bilingual-Bicultural Education

II. Graduate Study

The Area of Emphasis in Bilingual-Bicultural Education has made provisions for graduate work towards the Master's and Sixth-Year Professional Diploma in Education and towards the Doctoral Degree in Educational Studies. Its goals are: (1) the professional development of teachers, teacher trainers, curriculum specialists, researchers, evaluators and administrators to serve in the development and implementation of bilingual programs; (2) to address the needs of limited- and non-English-speaking students in bilingual classrooms; and (3) to compete for jobs on the local, state and national levels.

Students admitted to graduate study with emphasis in bilingual-bicultural education must meet admissions requirements determined by the Graduate School at the University of Connecticut. In addition, the School of Education and the Department of Educational Studies and Instructional Media require for the Bilingual-Bicultural Area of Emphasis: (1) bilingual proficiency in English and any other minority language spoken in the state: Spanish, Portuguese, Polish, Italian, Greek, Korean, Vietnamese, Cambodian, Laotian (Hmong), Russian, and Albanian; and (2) experience teaching or providing services to programs wherein clientele have been of bilingual-bicultural origin. Thus, a prerequisite for graduate study is a practical background in bilingual education in order to develop skills that integrate both theoretical and methodological issues of instruction, curriculum development, language assessment, research and evaluation related to a specific focus in bilingual education.

Graduate students are enrolled in the School of Education, and are affiliated with the Department of Educational Studies and Instructional Media (ESIM) and the Educational Studies Program. Consequently, students in the Bilingual-

Bicultural Area of Emphasis must meet School requirements, as well as specific course requirements of the ESIM Department.

Graduate programs of study are structured to allow for the following:

(1) core courses in bilingual-bicultural education and socio-cultural foundations of education;

(2) courses in other departmental areas within the School, such as Curriculum and Instruction, Educational Administration, Educational Psychology, and Higher, Technical and Adult Education; and

(3) courses in departmental areas outside the School, such as Linguistics, Romance and Classical Languages, Sociology, Anthropology, Communication Sciences and History.

General Master of Arts graduate requirements comprise a minimum of eight course units (1 unit = 3 hours, a total of 24 credit hours). Sixth-Year graduate requirements comprise a minimum of ten course units or 30 credit hours. Doctoral students require twelve course units or 36 credit hours beyond the Master's degree and eight course units or 24 credit hours beyond the Sixth-Year Professional Diploma, which must include a research tool requirement of three course units, a total of 9 credit hours, to provide the student with research skills needed to complete the dissertation. Ph.D. students must also complete an internship or professional work experience requirement which is a supervised position of at least one-half time for one semester.

III. Statement of Needs

National research and federal legislation have supported expanded bilingual programs and have identified specific handicaps resulting from the way communities and schools deal with limited- and non-English-speaking populations. The 1976 U.S. Commissioner's Report on the Condition of Bilingual

Education in the nation points to over 15 million people with non- or limited-English-speaking abilities (LESA/NESA). The document concludes that: (1) the boundaries of the target population -i.e., those of NESA and LESA students of preschool, elementary and secondary age- range between a broad figure of 8 million to a narrow figure of 3.6 million; and (2) Spanish is the overwhelming language within all these ages. The National Center for Education Statistics 1981 report on Children's English and Services concludes that "children with language minority backgrounds who usually speak their native languages are likely to be two or more grades below grade levels expected for their ages".

Although bilingual programs have attempted to meet the needs of LESA and NESA children, it has become evident that one factor contributing to lack of success is the lack of credentialed teachers to effectively teach in the Title VII classrooms (Ayala 1971, Forcellina 1975, among others). The 1976 Survey of Income and Education by the U.S. Bureau of Census reports that many teachers are being assigned to classes with language minority children on the basis of their own language skills alone and without having appropriate professional backgrounds. This information relates to classroom aides who play a dominant role in the bilingual classroom due to the shortage of adequately trained personnel. Sometimes aides are not sufficiently trained and offer less stature in terms of reinforcement to the child, thus contributing to the child's image of his native language as a negative factor. In addition, aides often are unable to read and write in English adequately, thereby reducing their efficiency within the total classroom environment. Yet these same aides provide a rich source of talent and resource in terms of language and culture heritage, if they can be afforded the opportunities for appropriate training.

The situation in Connecticut parallels that at the national level. Figures released by the Connecticut State Department of Education (1979) show that: (1) the number of in-school Hispanic Youth has increased from 28 to 31 thousand; and (2) Hispanics represent 33 percent of the minority population in the State's public schools and 7 percent of the total school population, the large majority being Puerto Rican. This rapid growth in the number of Hispanic pupils in Connecticut has not resulted in concommitant increases of Hispanic staff. In fact only 535 of the 41 thousand staff members employed in Connecticut public schools in the Fall of 1979 were identified as Hispanic (State Department of Education, 1979). This means that whereas almost 7 percent of the student population is Hispanic, only 1.2 percent of the staff share the same heritage.

While Connecticut bilingual programs address the needs of seven language groups (Spanish, Portuguese, Italian, Greek, Vietnamese, Cambodian, Laotian (Hmong), Korean, Russian), 12 thousand (or 90 percent) of the students so served are Hispanic (State Department of Education, 1979). Of these, 11 thousand have been identified as LESA students. Only 419 teachers currently teach in bilingual programs. This figure includes trained and untrained teachers in bilingual education and teachers of English as a second language. Since the needs of enough bilingual educators have not been adequately addressed, the educational needs of a vast evergrowing number of Hispanic youth are also insufficently met.

A Needs Assessment Survey conducted (in New England) by Parker from the Boston University Bilingual Resource and Training Center has been particularly useful to the University of Connecticut as it provided us with sufficient evidence to begin developing graduate study in bilingual-bicultural education to satisfy the needs of skilled and specialized teachers of the state's bilingual programs. Parker and his co-workers surveyed seven State Education Agencies

(SEA) and 54 Local Education Agency (LEA) Programsin six New England States and Upper New York areas and sought to determine what teacher training and technical assistance services were needed by Title VII Bilingual Education Programs. Involved in the study were a total of 649 individuals representing 22 language groups: 572 teachers and 77 non-teachers. In Connecticut, there were 14 LEA's involved: 173 teachers and 30 non-teachers. The language groups surveyed in the state included: Spanish, Portuguese, Italian, Greek, Vietnamese, Polish, Cambodian, Laotian (Hmong), Korean, Russian and Albanian. The following two charts summarize nine teacher training needs and 48 in-service teacher training activities adapted from the Survey.

Chart II

SUMMARY OF NEEDS

1. Program development and implementation
2. Methodologies and techniques, instructional approaches for native and English languages, notably in the communication skills
3. Identification and implementation of assessment instruments
4. Effective classroom management
5. Identification of entrance and exit criteria
6. Methodologies and approaches for specific linguistic group needs
7. Materials evaluation and development
8. Designing and implementing ESL services that are consistent with accepted bilingual approaches
9. Training paraprofessional staff

CHART III

TRAINING ACTIVITIES

	FY 1980/81			FY 1981/82			FY 1982/83		
	SEA	LEA Non-Teaching	Teachers	SEA	LEA Non-Teaching	Teachers	SEA	LEA Non-Teaching	Teachers
1. Designing Instructional Materials/Activities for Native Language, and ESL Teaching Needs.		30	194		27	133		25	108
2. Individualized Instruction: Instructional and Classroom Management, Program Design	6	27	170	3	24	123		18	88
3. Native Language Proficiency and Dominance Assessment	9	25	169	3	15	109	2	8	81
4. Practical Issues of Curriculum Implementation		9	185		13	112		9	73
5. Instructional Management of the Bilingual Classroom	2	26	121	4	15	82	4	10	54
6. Methods and Materials for ESL Education	9	8	145	4	9	83	3	5	50
7. Methods and Materials for Bilingual Education	1	8	135	1	3	92		4	60
8. Vocational Education: Design and Implementation	2		142			83			70
9. Writing Objectives for Content Area and Language Curriculum Development		20	109		15	92		11	40
10. Reading Instruction in Native and Second Language	6	15	106	1	13	70	1	8	56
11. Practical Issues in Bilingual Curriculum Implementation		12	143		12	60		5	31
12. Dealing with Teacher Stress Problems in a Bilingual Program			162			58			42
13. ESL Proficiency Assessment and Diagnosis	6	29	112	3	16	32	3	11	42
14. Special Needs		20	83		15	70		9	51
15. Parental Involvement in Bilingual Programs		11	84		12	67		10	25
16. Assessing Special Needs of the Bilingual Student		14	88		7	49			41
17. Community Planning and Coordination		4	93		7	54		5	35
18. Diagnostic Procedures for Native Language Reading/IRI's		14	78		13	57		10	23
19. Early Childhood Education (Determining Factors in Bilingual Education)		12	99		5	38		4	33
20. Introduction to Bilingual Education for Administrators	4	18	103	1	8	39	5	3	
21. Native Oral Language Development Methodologies Strategies	7	15	75	2	16	35		12	17
22. a. Bilingual Education: Indepth Analysis	4	9	74	3	3	30		5	26
b. Assessing Content Area Mastery in the Bilingual Classroom/Program		14	82		6	48		4	
23. Career Education in the Bilingual Program		10	56		8	36		6	26
24. Designing Instructional Materials and Activities for Advanced/"Mainstreamed" LEP Students (ESL Through Content Areas)	11	10	38	12	13	30	10	4	9
25. Minority Group Counseling		5	54		2	27		1	34
26. Creative Dramatics for the Bilingual Child (Spanish and French)			51		1	38			31
27. Media in the Bilingual Curriculum		1	47			23			37
28. Culture for Bilingual Curriculum Development		2	39		1	32			15
29. Designing and Implementing Bilingual and ESL Programs	9	16	19	1	11	17	3	7	4
30. Bilingual Curriculum Development for Secondary Level			62			14		8	4

TRAINING ACTIVITIES

	FY 1980/81			FY 1981/82			FY 1982/83		
	SEA	LEA Non-Teaching	Teachers	SEA	LEA Non-Teaching	Teachers	SEA	LEA Non-Teaching	Teachers
31. Values Clarification in the Bilingual Setting		3	29			15			19
32. Issues in Bilingual Education: Introductory Overview			33			18		1	13
33. Standardized and Criterion - Referenced Tests in the Bilingual Program			34			24			4
34. ESL Curriculum Development (K-12)		25			19			15	
35. Assessing Staff Development Needs	2		16			16			20
36. ESL Curriculum Development for Secondary Level			27			15			11
37 Review, Evaluate and Re-design Present Curricula		13	12	2	10	8		9	4
38. Theoretical Aspects of Curriculum Development			26		1	13			8
39. Native Language Acquisition (in languages listed)		2	25		1	9		1	9
40.a. Linguistic Analysis and Comparison as they relate to Language and Language Art Instruction and Second Language (ESL) Acquisition			21			12			10
b. Cognitive Learning Styles		1	19			14			9
41. Public Relations Techniques for Bilingual Teachers/Programs		12	3		13	3		7	
42. ESL Curriculum Evaluation and Revision (K-12)		12			13			12	
43. Federal Legislation and Mandates for Bilingual Education			8			16			12
44. Developing Parallel Curricula for Advanced LEP Students			9			12			13
45. Student Selection and Placement			20			6			7
46. Funding Sources for Implementation of Bilingual Education Programs		1	20		1	5		1	2
47. Designing and Implementing Bilingual Programs at Secondary Level		8			2			1	
48. Program Evaluation: Design and Implementation	1			1			1		

Although Title VII was designed to alleviate the failure producing situation of LESA, NESA and bilingual students, a major problem still facing school districts is the lack of credentialed teachers to teach in existing bilingual programs. Brisk (1978) deals with the fact that there exists a drastic discrepancy between the needs of the students and qualified and competent personnel to fulfill those needs. She states that "with an average production of 20 teachers in the 101 training programs, it will take approximately 35 years to meet present needs." This need has also been tacitly admitted by the many school districts who are applying for Federal and State monies to implement bilingual education programs.

Presently, Institutes of Higher Education which are teacher-training institutions are still in the process of developing comprehensive bilingual programs to satisfy the need for highly-skilled and specialized teachers. In 1974, Congress addressed this need with Public Law 93-380 which authorized the expansion of the scope of the Bilingual Education Act (BEA) to permit the allocation of funds for fellowship programs for bilingual teacher trainers. Section 723 (a) of the BEA authorized the Commission of Education "to award fellowships for preparing individuals to train teachers of programs of bilingual education".

A survey commissioned by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) through the University of Illinois (Coballes-Vega et al. 1979) revealed that 778 fellows had been funded through 47 institutional programs. The survey reported that a total of 2,000 more bilingual teacher trainers were needed nation-wide in the next three years. These figures supported OBEMLA's 1978 report to Congress that an estimated 10,000 bilingual teacher trainers would be needed in the United States during the next five years. This estimate was based on the number of LESA

children in 1978, approximately 3.6 million of the number of classroom teachers needed to instruct them, approximately 100,000.

IV. Graduate Study in Bilingual-Bicultural Education

In developing graduate study in bilingual-bicultural education, a variety of factors were considered. They included: (1) surveys and reports which yielded figures in support of a graduate program of specialization to meet immediate and urgent needs, as presented in Section III; (2) accessible literature on other models of graduate study in bilingual-bicultural education as reported by Institutes of Higher Education within the nation and abroad; (3) interdisciplinary interests of students; (4) graduate school requirements, as stated in Section II; (5) specific competencies necessary for the development of graduate courses; (6) field experiences or practical settings to reinforce the student's theoretical training; (7) areas of additional study or fields of specialization to allow the student to develop expertise in bilingual-bicultural education; and (8) research methodology to complement the student's chosen area(s) of expertise. These factors led us to design component units for each three programs of study at the master's, sixth-year and doctoral levels. They are:

1. Bilingual-Bicultural Education. It is the core section. The eight new courses developed for this component reflect a range of issues on bilingual-bicultural education, bilingualism and biculturalism, curriculum design and development, and methodology. This component centers on: legal, state and federal mandates for bilingual-bicultural education programs; bilingual-bicultural education program characteristics and variations, assessment and evaluation; the use of the mother tongue as medium of instruction; and the need for educational programs which stress the development and maintenance of bilingual-bicultural capability. Chart IV presents a description of eight new courses developed for this area of emphasis component.

CHART IV

COURSES FOR GRADUATE STUDY IN BILINGUAL-BICULTURAL EDUCATION

Number and Title	Descriptions
1. ESIM* 304: Designs for Bilingual-Bicultural Education.	A study of political and legal aspects of bilingual-bicultural education; language descriptions and assessment, program design, and management organization activities.
2. ESIM 305: Resources in Bilingual-Bicultural Education	Current approaches, methods and techniques for teaching language arts and content areas. Their application and relevance in state and local bilingual programs.
3. ESIM 312: Bilingualism and Language Acquisition	Developmental sequences and theories of language acquisition, first and second language acquisition, second language methodology and perspectives for teachers in the bilingual classroom.
4. ESIM 313: Bilingual Education and Biliteracy	Current methods, strategies and techniques of reading in the mother tongue (L1); transfer of reading skills into English (L2); and, evaluation and adaptation of L1 and L2 reading materials.
5. ESIM 409: Research in Bilingual Education	Sociolinguistic and ethnolinguistic analysis of languages as spoken in the bilingual classroom, use of child and teacher discourse for a more effective interaction.
6. ESIM 412: Bilingual-Bicultural Program Development	Research on current bilingual education programs implementation problems and design of a model which considers bilingual-bicultural curriculum and resources, students, teachers, parental and community involvement, evaluation and research.
7. ESIM 413: Assessment of Bilingualism	Degrees of bilingualism, language dominance and proficiency testing; measurement of achievement, self-concept, cultural awareness, attitudes and learning styles of limited English speaking students in bilingual programs.
8. ESIM 414: Advanced Issues in Bilingual-Bicultural Education	Evaluation of bilingual-bicultural education programs; federal and state legislation and regulations; development of an evaluation design and utilization of evaluation results in bilingual education programs.

*ESIM stands for Educational Studies and Instructional Media

2. Socio-Cultural Foundations of Education. This component provides the student with exposure to theoretical foundations of education in a variety of cultural and intercultural settings. Courses in this component offer the student a basic understanding of the social influences on educational processes, especially as they relate to the nature of educational change, planning and cross-cultural characteristics of schooling.

3. Language and Linguistics. This third component provides the student with exposure to theoretical understandings of the nature of language from the perspectives of psychology, anthropology, and linguistics, as well as a familiarity with the applications of ethnolinguistic research to bilingual instruction and language assessment. Furthermore, it provides training in the nature of language, the structure, regional and social variations in language and stresses implications for the development of language policies, planning and bilingual-bicultural education programs.

Each graduate student's program is planned with his/her advisory committee according to the student's professional interests and academic training. All three programs of study (M.A., Sixth-Year and Ph.D.) reflect the three component units just mentioned above in terms of theoretical and practical needs in bilingual-bicultural education, socio-cultural foundations of education and language and linguistics. Students from all three programs are also encouraged to develop expertise in an area or areas of bilingual-bicultural education, bilingualism and biculturalism. Doctoral students must obtain both quantitative and qualitative research skills through specific coursework and field experiences. They must also select a research methodology focus to complement their chosen area or areas of expertise.

4. Research Methodology. This component offers specific coursework to doctoral students for the development of research skills in planning, locating resources, implementing a research project, interpreting, analyzing and discussing data, report both quantitative and qualitative research findings and constructing a dissertation.

5. Field Experiences. This fifth component offers the doctoral candidate practical settings which complement his/her theoretical training. The choice of field experiences depends upon the student's previous experiences and needs, as well as the chosen area of specialization in bilingual-bicultural education, bilingualism and biculturalism. Field experiences offer the student practical settings for observation, research, teacher training, evaluation and assessment.

   Field experiences tend to fall into three categories: (1) those related to bilingual education programs at Local Education Agencies (LEA's); (2) direct teacher training at an Institute of Higher Education (IHE); and (3) placement with other organizations or agencies in support of bilingual-bicultural education. They are made possible by the cooperative relationships developed with LEA's, organizations and individuals directly or indirectly involved in bilingual education. Chart V presents typical activities of field experiences.

CHART V

FIELD EXPERIENCES FOR DOCTORAL STUDENTS
IN EDUCATIONAL STUDIES WITH EMPHASIS
IN BILINGUAL-BICULTURAL EDUCATION

The student will participate at an LEA:	The student will participate at an IHE:	The student will participate at an agency:
1. Planning and developing a bilingual program.	13. Teaching bilingual-bicultural courses through the University's undergraduate program.	22. Serving as an intern with the State Department of Education Bilingual Unit.
2. Designing and developing appropriate curriculum structures and materials for a specific bilingual setting.	14. Assisting a professor in an undergraduate bilingual-bicultural course.	23. Serving as an intern with the Connecticut Association for Bilingual-Bicultural Education.
3. Developing or adapting entry and exit criteria for measuring educational performance of limited-English speakers.	15. Supervising student-teachers in a bilingual-bicultural classroom.	24. Serving as an intern with the Materials Development Center of the Region.
4. Evaluating the effectiveness of bilingual-bicultural instruction.	16. Working as an academic counselor and advisor with undergraduate bilingual education majors.	25. Serving as an intern with the University of Connecticut recruiting students into the bilingual undergraduate program.
5. Assessing critical aspects of a bilingual-bicultural program: curriculum, materials, personnel, etc.	17. Developing and conducting in-service education classes for teachers of bilingual-bicultural education activities.	26. Serving as an intern with the University of Connecticut survey research needs on bilingualism, biculturalism and bilingual education.
6. Evaluating the implementation of a bilingual-bicultural program or program component with emphasis on its effects on teacher behavior.	18. Assisting a professor on in-service bilingual education activities at an area school district.	27. Serving as an intern with a community organization for minority populations.
7. Conducting field tests of published materials.	19. Teaching bilingual-bicultural courses at a nearby college.	
8. Evaluating bilingual-bicultural materials and making recommendations to teachers.	20. Assisting the Title VII Project Director in proposal development.	
9. Evaluating instructional materials designed by commercial publishers and making recommendations for local, regional or state utilization of these materials.	21. Assisting the Title VII Project Director conducting research in a specific area of bilingual education.	
10. Adapting and field testing materials for use in bilingual-bicultural classrooms.		
11. Assisting a principal, project coordinator or administrator with specific issues on bilingual-bicultural education.		
12. Developing and conducting workshops on needs of specific bilingual-bicultural program.		

6. Area(s) of Specialization. This sixth component relates to the selection of two minors or areas of specialization required for doctoral students and recommended for sixth-year and masters in which they develop expertise in the fields of bilingual education, bilingualism or biculturalism. With approval by the advisory committee, the student chooses two other areas of specialization based on his/her professional interests and academic training. These areas may complement departmental affiliation, but often necessitate the coordination of courses and faculty from a variety of interdisciplinary areas. The chosen minors may require coursework that often overlaps with those courses offered in Components 1, 2 or 3. The number of credits for each minor is the minimum required for graduate students in the area, in order to meet bilingual education skill competency at the doctoral level. The minor areas of study include:

Educational Administration	Adult Education
Elementary Education	Secondary Education
Evaluation and Measurement	Supervision and Curriculum Development
Guidance, Counseling and Personnel	Technical and Industrial
Professional Higher Education Administration	Special Education

7. Dissertation. This seventh component is intended to develop the student's capacity for independent research. Such research requires careful planning, attention to a variety of contextual factors and identification of appropriate population and sites. Students are expected to make a valuable contribution to the growing body of knowledge in the areas of language development, bilingual curriculum and design, assessment and evaluation, bilingual program development, biliteracy, motivational and cognitive aspects of learning, classroom interaction, language planning and policies, and educational policies concerning language minority populations in the country.

Charts VI, VII and VIII are examples of desirable interdisciplinary programs at the master's, sixth-year and doctoral levels.

CHART VI

MASTER'S DEGREE IN EDUCATION WITH EMPHASIS IN BILINGUAL-BICULTURAL EDUCATION

(Minimum Credit Hours: 24)

	Credits
I. Bilingual-Bicultural Education (12 credits)	
Required:	
ESIM 304 - Designs for Bilingual-Bicultural Education	3
ESIM 305 - Resources in Bilingual-Bicultural Education	3
Electives:	
ESIM 313 - Bilingual-Education and Biliteracy ESIM 413 - Assessment of Bilingualism	3
OR	
ESIM 312 - Bilingualism and Language Acquisition ESIM 409 - Research in Bilingual Education	3
II. Socio-Cultural Foundations of Education (6 credits)	6
SOCIOL 337 - Seminar on Society and the Individual	
ANTHRO 340 - Seminar on Cross-Cultural Perspectives in Education	
ESIM 402 - Socio-Cultural Theories in Education	
ESIM 407 - Comparative Education and Society	
III. Language and Linguistics (6 credits)	6
LING 305 - Research Seminar in Language and Psychology	
LING 323 - The Acquisition of Syntax	
COMM 370 - Seminar in Psycholinguistics	
ROM LANG 395 - Applied Linguistics for Teachers of Romance Languages	

IV. Additional work may be recommended in another area of study (such as Educational Administration, Elementary Education, Evaluation and Measurement, Guidance, Counseling and Personnel, Professional Higher Education Administration, Secondary Education, Supervision and Curriculum Development, Technical and Industrial, and Special Education) and in Research Methodology.

SIXTH-YEAR PROFESSIONAL DIPLOMA IN EDUCATION WITH EMPHASIS IN BILINGUAL-BICULTURAL EDUCATION

(Minimum Credit Hours: 30)

Preparation: A master's degree in education with emphasis in bilingual-bicultural education or a related field.

	Credits
I. Bilingual-Bicultural Education (12 credits)	
Required:	
ESIM 313 - Bilingual Education and Biliteracy	3
ESIM 412 - Bilingual-Bicultural Program Development	3
Electives:	
ESIM 304 - Designs for Bilingual-Bicultural Education	3
ESIM 305 - Resources in Bilingual-Bicultural Education	
ESIM 414 - Advanced Issues in Bilingual-Bicultural Education	
OR	
ESIM 312 - Bilingualism and Language Acquisition	3
ESIM 409 - Research in Bilingual Education	
ESIM 413 - Assessment of Bilingualism	
II. Socio-Cultural Foundations of Education (6 credits)	6
SOCIOL 365 - Social Change	
SOCIOL 366 - Seminar in Social Stratification	
ESIM 401 - Urban Education	
ESIM 402 - Socio-Cultural Theories in Education	
ESIM 407 - Comparative Education and Society	
ESIM 449 - Socio-Cultural Case Studies in Education	
III. Language and Linguistics (6 credits)	6
LING 323 - The Acquisition of Syntax	
LING 330 - Language Contact	
LING 360 - Seminar in General Linguistics	
COMM 370 - Seminar in Psycholinguistics	
ROM LANG 395 - Applied Linguistics for Teachers of Romance Languages	
LING 405 - Theories of Language	
IV. Electives are chosen by student and approval by the advisory committee in other areas of study (such as Educational Administration, Elementary Education, Evaluation and Measurement. Guidance, Counseling and Personnel, Professional Higher Educational Administration, Secondary Education, Supervision and Curriculum Development, Technical and Industrial, and Special Education) and in Research Methodology.	6

CHART VIII DOCTOR OF PHILOSOPHY IN EDUCATIONAL STUDIES WITH EMPHASIS IN BILINGUAL-BICULTURAL EDUCATION

(Minimum Credit Hours: 36 beyond a master's degree, 24 beyond a sixth-year professional diploma)

	Credits
I. Bilingual-Bicultural Education (9 credits)	
Required:	
ESIM 409 - Research in Bilingual Education	3
ESIM 414 - Advanced Issues in Bilingual-Bicultural Education	3
Electives:	
ESIM 412 - Bilingual-Bicultural Program Development	3
ESIM 413 - Assessment of Bilingualism	
II. Socio-Cultural Foundations of Education (6 credits)	6
SOCIOL 337 - Seminar on Society and the Individual	
SOCIOL 365 - Social Change	
SOCIOL 366 - Seminar in Social Stratification	
ESIM 402 - Socio-Cultural Theories in Education	
ESIM 407 - Comparative Education and Society	
ESIM 449 - Socio-Cultural Case Studies in Education	
III. Language and Linguistics (6 credits)	6
LING 323 - The Acquisition of Syntax	
LING 330 - Language Contact	
LING 360 - Seminar in General Linguistics	
COMM 370 - Seminar in Psycholinguistics	
ROM LANG 395 - Applied Linguistics for Teachers in Romance Languages	
LING 405 - Theories of Language	
IV. Research Methodology (9 credits)	9
EPSY 309 - Quantitative Methods in Educational Research I	
EPSY 313 - Quantitative Methods in Educational Research II	
ESIM 441 - Qualitative Methods of Educational Research	
OR	
EPSY 309 - Quantitative Methods in Educational Research I	
EPSY 313 - Quantitative Methods in Educational Research II	
EPSY 441 - Methods and Techniques of Educational Research	
V. Two minors are chosen by student and approval by the advisory committee in other areas of study, such as Educational Administration, Elementary Education, Evaluation and Measurement, Guidance, Counseling and Personnel, Professional Higher Educational Administration, Secondary Education, Supervision and Curriculum Development, Technical and Industrial, and Special Education.	
VI. Field Experience	variable credit
VII. Dissertation	
ESIM 498 - Special Readings	no credit
ESIM 499 - Dissertation Preparation	

V. COMPETENCIES

The area of emphasis in bilingual education at the University of Connecticut aims at providing the range and depth of competencies required of the highly-trained professional in this field. Based on the basic and supporting competency categories proposed by Acosta and Blanco (1978) for graduate study in bilingual education, we developed seven groups of competencies for the master's, sixth-year and Ph.D. to reflect the nature of our program of specialization. They include pedagogical, teacher preparation and supervisory, linguistic, cultural, parental and community involvement, evaluation and testing, and research competencies. Furthermore, we prioritized them in terms of teacher and teacher training needs, as presented in Section III above, and of the load we considered necessary for each of the three programs of graduate study. Chart IX presents the competency categories adopted for the area of emphasis. Pedagogical and teacher preparation and supervisory competencies are considered equally the most important for graduate study and the greatest load in the three program areas; linguistic, cultural, parental and community involvement and evaluation and testing competencies are considered equally very important for all three programs; and research competencies are gradually important for the graduate student who begins at the master's level and decides to pursue doctoral studies. With these competencies, the bilingual-bicultural area of emphasis aims at serving the specific needs of bilingual educators in the state and New England region. Consequently, it is expected that mastery of these competencies will adequately prepare candidates to train teachers and teacher trainers in early childhood elementary, secondary and college teaching, curriculum design and development, testing and evaluation research, socio-, ethno- and psycholinguistic skills.

CHART IX

COMPETENCY CATEGORIES FOR GRADAUTE STUDY
IN BILINGUAL-BICULTURAL EDUCATION

Competencies / Areas	Ph.D.	Sixth-Year	M.A.
1. Pedagogical	+ + +	+ + +	+ + +
2. Teacher Preparation and Supervisory	+ + +	+ + +	+ + +
3. Linguistic	+ +	+ +	+ +
4. Cultural	+ +	+ +	+ +
5. Parental and Community Involvement	+ +	+ +	+ +
6. Evaluation and Testing	+ +	+ +	+ +
7. Research	+ + +	+ +	+

An ensuing step to the development of competency categories has been the description of kinds of ability and knowledge required in each of them. Each competency consists of a number of detailed and specific abilities and their corresponding knowledge to be acquired according to each program of study, as presented in Chart X. These seven competencies are expected to serve as sound and applicable sources of information for implementing the area of emphasis in general and for the design and development of graduate courses in particular.

The seven major competencies and their corresponding descriptions listed in Chart X are by no means unchangeable, they may later need to be modified or new ones may be added according to bilingual teacher education needs in the state and region. For this year, however, they have proven to be thorough enough to initiate graduate study with emphasis in bilingual-bicultural education.

Chart X

MAJOR COMPETENCIES FOR GRADUATE STUDY IN BILINGUAL-BICULTURAL EDUCATION

Competencies	Student shall demonstrate the ability to:	Student shall demonstrate the knowledge of:
1. Pedagogical	(a) Design, develop and implement bilingual-bicultural programs based on the needs and strengths of local and state student populations.	(i) Models of bilingual-bicultural schooling and program components.
	(b) Teach language arts and content areas of the curriculum for elementary and secondary grades using English and one of the state's eleven minority languages as medium of instruction.	(j) Current approaches, methods and techniques used in bilingual teaching.
	(c) Grade and sequence instructional activities to facilitate student learning in a curriculum or set of curriculum materials.	(k) Methods and strategies for planning or installing a complete curriculum package.
	(d) Design and develop original materials for use in a specific bilingual-bicultural program.	(l) Textbook preparation.
	(e) Critique cultural elements in instructional materials.	(m) Existing materials for teaching culture of both the U.S. and the language minority populations, particularly the North East.
	(f) Assess bilingual instructional materials for utility and relevance.	(n) Existing bilingual instructional materials.
	(g) Assess formal and informal language dominance and proficiency assessment procedures and instruments.	(o) Language and proficiency tests.
	(h) Determine biases of standardized tests.	(p) Rating criteria and profiles of bilingual children.
2. Teacher Preparation and Supervisory	(a) Work with school, university, state department and resource center personnel.	(g) Organizational structures of LEA's, IHE's and SEA.
	(b) Help bilingual education professionals identify and state their educational goals and objectives.	(h) Goals and objectives for bilingual-bicultural education.
	(c) Work with teachers and administrators on the improvement of curriculum and instruction used in the state's bilingual programs.	(i) Curriculum packages for bilingual schooling and of theories of learning.

MAJOR COMPETENCIES FOR GRADUATE STUDY IN

BILINGUAL-BICULTURAL EDUCATION

Competencies	Student shall demonstrate the ability to:	Student shall demonstrate the knowledge of:
	(d) Design, develop and conduct inservice programs to meet specific local school needs. (e) Observe, analyze and diagnose teacher behavior and help teachers alter their teaching style. (f) Develop a public relations program for a partially-trained audience.	(j) Developmental psychology, theories of instruction. (k) Strategies of educational change and learning styles. (l) Skills of verbal interaction and group dynamics.
3. Linguistic	(a) Explain the process of becoming bilingual. (b) Gather, transcribe, analyze and compare linguistic information from a variety of sources and produce a linguistic profile for instructional purposes. (c) Deal with specific areas of interlanguage, interference and positive transfer of a specific minority language and English. (d) Understand and explain principles of the interaction of language and society and the resulting sociolinguistic phenomena and of the ethnography of speaking.	(e) Main theories of first-language acquisition, implications for second language learning. (f) Phonological, grammatical and lexical characteristics of both languages. (g) Implications for classroom instruction. (h) Attitudes toward languages and social connotations.
4. Cultural	(a) Implement curriculum development and instruction with linguistically and culturally diverse student population. (b) Work with members of the community in identifying and using cultural resources for instructional purposes. (c) Identify and explain major art forms of the target cultural group. (d) Explain diverse schools of thought regarding the relationship between language and culture.	(h) Methods, techniques and materials for implementing cultural studies in the curriculum. (i) Group dynamics, skills of verbal interaction. (j) Culture traits, areas of studies on a specific culture. (k) Cultural and linguistic profiles of a specific group.

MAJOR COMPETENCIES FOR GRADUATE STUDY IN

BILINGUAL-BICULTURAL EDUCATION

Competencies	Student shall demonstrate the ability to:	Student shall demonstrate the knowledge of:
	(e) Explain historical and contemporary elements of the target group as they relate to United States mainstream culture and to the culture of the home country.	(l) The history and culture of the United States with emphasis on the northeast and of the target home country.
	(f) Establish rapport with students form a variety of cultural backgrounds.	(m) Cultural information in terms of related sub-areas, e.g. pedagogy, psychology, sociology.
	(g) Identify and explain the student's cultural perspectives as he/she brings them to his/her learning environments.	(n) Same as above.
5. Parent and Community Involvement	(a) Involve parents and community members in developing and implementing programs of bilingual-bicultural education.	(d) Community organizations and their various cultures.
	(b) Make effective presentations on specialized information in a form understood by parents and community members.	(e) Parent's attitudes, abilities, and the informal academic training they give to their children.
	(c) Conduct effective public relations for enhancing parents' and community members' roles, functions and responsibilities in the school and community.	(f) Political considerations within a community.
6. Evaluation and Testing	(a) Critique and utilize formal and informal language dominance and proficiency assessment procedures and instruments.	(h) General principles of instrument construction for limited-English-speakers.
	(b) Identify and use instruments for measuring educational performance of limited-English-speaking students.	(i) Measurement theory, techniques and instruments.
	(c) Construct or select "culture-fair" measures.	(j) Instrument construction in the areas of language dominance, language proficiency, self-concept, cultural awareness, attitudes and learning styles of limited-English-speaking students.

MAJOR COMPETENCIES FOR GRADUATE STUDY IN

BILINGUAL-BICULTURAL EDUCATION

Competencies	Student shall demonstrate the ability to:	Student shall demonstrate the knowledge of:
	(d) Modify and adjust test administration procedures when substantial factors make such adjustment essential.	(k) Approaches and strategies for determining instrument validity.
	(e) Establish rapport with students and obtain their cooperation in testing situations.	(l) Full range of techniques for assessing students.
	(f) Develop an evaluation design of a bilingual-bicultural education program.	(m) Existing models of evaluation design.
	(g) Utilize evaluation results for planning, management and implementation of bilingual-bicultural programs.	(n) Bilingual programs decision- and policy-making, funding, organization and management.
7. Research	(a) Interpret ethnolinguistic and sociolinguistic research findings for a more effective student and teacher interaction.	(f) Current sociolinguistic and ethnolinguistic research in the bilingual classroom.
	(b) Critique and utilize research on second language methodology.	(g) ESL Teaching methods and techniques.
	(c) Utilize research findings on learning-styles and cognitive development in the bilingual program.	(h) Field-dependent, field-independent styles, pre-language thought, cognition.
	(d) Interpret and use research on reading and transfer of reading skills from L1 into L2.	(i) Methods and techniques of reading.
	(e) Identify and report on progress made by students in the bilingual-bicultural program.	(j) Techniques for assessing student achievement.

VI. Ongoing and Future Activities

1. Internal and External Advisory Committees. The School of Education at the University of Connecticut has established a Steering Committee for Bilingual-Bicultural Education whose membership is composed of faculty from eight academic departments across the university and a State-Wide Task Force representing four different ethnic groups as well as the State Department of Education. Both committees have provided us with input to design a program of specialization aimed at meeting the needs of bilingual-bicultural educators. Currently, new members are being added to both committees for the year 1981-1982: two more faculty members to the Steering Committee and two more community members to the State-Wide Task Force to strengthen the cultural component of the area of emphasis and to support future teacher certification efforts.

2. Recruitment and Dissemination Plan. We are currently developing and implementing a recruitment and dissemination plan by means of flyers, brochures, program descriptions, radio broadcasts, participation in conferences within the state and region to: (a) attract potential candidates for the Area of Emphasis; (b) ensure that the minority community is not only aware of the University of Connecticut's Area of Emphasis but are seeking to be actively involved; and (c) develop sensitivity towards bilingual education within the non-minority community. We are also developing an in-service training plan for School of Education faculty on special needs of students of limited and non-English proficiency with active participation of both advisory committees.

3. Research Reconnaissance. We are in the process of developing a research oriented plan which is a survey to determine hierarchies of needs for

research in the areas of bilingual-bicultural education, bilingualism and biculturalism in order to stimulate sound and applicable dissertations.

4. Annual Conference. The objectives of this conference will be two-fold: (1) to present the University's training and research efforts to improve the quality of bilingual-bicultural education; and (2) to give doctoral candidates the opportunity to present and discuss their own dissertation research activities.

5. Office of Bilingual-Bicultural Education. The Office's aims will be to coordinate: (a) both graduate and undergraduate study in bilingual-bicultural education and (b) various bilingual education efforts within the School of Education; to provide services to local Education Agencies' bilingual programs; and to conduct sound and applicable research in bilingual-bicultural education, bilingualism and biculturalism.

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